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ABSTRACT

This report presents a description and evaluation of the Bilingual Resource Center (BRC) funded under Title III of the Elementary and Secondary Education Act of 1965. This center functioned mainly as a clearinghouse, resource library, and dissemination unit on bilingual/bicultural education. The program's primary objectives were related to goals such as obtaining behavioral gains on the part of the professional personnel, evaluation and field testing of bilingual education materials, dissemination of essential bilingual information to personnel involved in planning, developing, and implementing bilingual programs. The evaluation of the objectives was based on materials and acquisition listings, library inventories and tallies, analyses of services rendered, dissemination data, and data on the performance of workshop participants. The program had also intended to carry out a limited study of student performance assessment in a small pilot project in reading in Spanish to improve the reading achievement of the non-English speaking child. This objective was not carried out. The accomplishments of the center during its third year of operation were impressive. The need to provide information on bilingual/bicultural education to personnel involved in planning, developing, and implementing bilingual/bicultural programs was fulfilled. Through its coordination functions, the duplication and fragmentation of the efforts of the field personnel was being reduced or avoided. The appendix of this report includes an evaluative annotated bibliography of textbooks for bilingual programs. (Author/AM)

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EVALUATION REPORT

Function No. 09-53615

ED137470

THE BILINGUAL RESOURCE CENTER

School Year 1974-1975

Erik Mortensen, Ed.D.

An evaluation of a New York City school district educational project funded under Title III of the Elementary and Secondary Education Act of 1965 (PL 89-10) performed for the Board of Education of the City of New York for the 1974-75 school year.

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TABLE OF CONTENTS

Page

I. THE PROGRAM 1

II. EVALUATION PROCEDURES 4

III. FINDINGS 5

Objectives # 1-3

Standardization of Evaluation Form 6

Selection and Training of Teacher-Evaluators 7

Summary of Evaluation Results 10

Field Testing of BRC Materials 11

Dissemination of Evaluative Bibliographies 11

Objective # 4 12

Objective # 5 18

General Observations 18

Spanish Materials and Resources 24

Italian Materials and Resources 25

French Materials and Resources 25

Objective # 6 26

Objectives # 7 and 8 27

General Observations 27

Newsletters 27

Brochure 28

Bilingual Directory 28

Kits and Lists 29

Special Disseminations 29

Page

Objective # 9 30

Objective # 10 31

IV. SUMMARY OF MAJOR FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS.... 33

APPENDIX..... 39

LIST OF TABLES

Page

I. MATERIALS EVALUATION BY TEACHERS COLLEGE STUDENTS 8

II. WORKSHOP QUESTIONNAIRE (MEAN SCORE) 12A

III. WORKSHOP QUESTIONNAIRE (PERCENTAGES) 13

IV. ATTITUDINAL QUESTIONNAIRE (PERCENTAGES) 15

V. LIBRARY CIRCULATION STATISTICS 21

VI. LIBRARY ATTITUDINAL QUESTIONNAIRE 22

Chapter I: THE PROGRAM

The Bilingual Resource Center (BRC) started in December 1972, funded under Title III of the Elementary and Secondary Education Act. It is now in its third year of operation. The current program runs from July, 1974, to June 30, 1975.

The program was conceived in response to the following needs: First, many bilingual/bicultural programs have been launched without access to up-to-date bilingual information and research data. The widespread duplication and fragmentation of efforts resulted in confusion, a waste of time and money for the Community School districts involved with bilingual/bicultural programs. Secondly, there has been an extraordinary proliferation of commercial bilingual materials. Many of these materials are produced in foreign countries and therefore reflect not only different cultural patterns but a different grade system. What has been lacking is the expertise to select the most essential, effective materials from the myriad collections available for purchase. Therefore, a vital need existed to create a central Bilingual Resource Center to collect, analyze, synthesize and disseminate information on bilingual/bicultural programs to insure that the non-English-speaking child would not be continually subjected to experimentation with previously unsuccessful programs but only exposed to those viable innovative programs which have been successfully demonstrated.

The BRC responded to the following crucial needs: First, to serve as a central clearinghouse to collect, analyze, classify, evaluate, and field-test bilingual/bicultural materials produced by commercial publishers and non-commercial projects in the Northeast Region. Secondly, to provide a central resource library with bilingual/bicultural books and audio-visual materials. Thirdly, to establish a dissemination center which provides professional information services

on bilingual/bicultural materials, teacher and paraprofessional training, and a lending library that includes relevant bilingual/bicultural materials.

Although the program achieved many of its objectives, it was considered that its services could be improved to meet the needs of people contacting or visiting the Center. Many components were not functioning with maximum efficiency. Critical space and staff shortages prevented the program from achieving the quality of productivity that it had originally anticipated. The program, therefore proposed to strenghthen its activities through the following objectives and activities:

A. Process Objectives

1. To continue the BRC program of evaluating and field testing bilingual materials with high BRC rating in 11 classrooms to prepare evaluative bibliographies for dissemination to upgrade the quality of materials purchased by city bilingual educators, (henceforth referred to as: Objective # 1).

1-A. To coordinate implementation of a standard process and format of materials evaluation by other programs and city groups, (henceforth referred to as: Objective # 2).

1-B. To accelerate the evaluative process by coordinating efforts of additional programs in reviewing and evaluating bilingual materials and to funnel the results of those additional evaluations into the BRC's evaluative bibliographies, (henceforth referred to as: Objective # 3).

2. To expand the utilization of BRC resources for teachers and paraprofessionals by continuing to offer orientation sessions outlining the role of the BRC and the resources and services available to bilingual teachers, (henceforth referred to as: Objective # 4).

3. To continue to collect, review and classify informational, research-oriented, and curriculum materials in Spanish, French and Italian and make them available to bilingual educators through an expanded circulatory library, (henceforth referred to as: Objective # 5).

3-A. To initiate research activities relating to Chinese materials and resources, (henceforth referred to as: Objective # 6).

4. To continue disseminating an annual brochure; 4 bi-monthly newsletters, and kits and lists to increase awareness and understanding of the BRC, its role and its services to persons and agencies interested in providing quality bilingual education services to non-English-speaking children, (henceforth referred to as: Objective # 7).

4-A. To expand and upgrade the role of the newsletter in developing communication channels between the BRC and city bilingual educators, focusing on available curriculum materials in various media and their quality, (henceforth referred to as: Objective # 8).

B. <u>Product Objectives</u>

1. To pilot test improving pupil performance in the basic skill area of reading in Spanish as assessed by pre and post-administration of an appropriate standardized grade 3 test of Spanish reading, (henceforth referred to as: Objective # 9).

2. To pilot test upgrading of teacher knowledge of available high quality bilingual materials as measured by a test of information on evaluation of bilingual materials. This test will be devised by the evaluator in consultation with the training team, (henceforth referred to as: Objective # 10).

Chapter II: EVALUATION PROCEDURES

The BRC functions mainly as a Clearinghouse, Resource Library, and Dissemination Unit on bilingual/bicultural education. It also serves as a liaison with local, state, and national research centers in the field.

During its two first years of operation, the program did not have any product objectives because no students were involved directly in the program. The program's primary objectives were related to obtaining behavioral gains on the part of the professional personnel; evaluation and field testing of bilingual education materials; dissemination of essential bilingual information to personnel involved in planning, developing, and implementing bilingual programs; continued collection and classification of materials and resources related to Spanish bilingual programs; initial collection and classification of materials and resources relating to Italian and French bilingual programs; and efforts directed at increasing the awareness of the Center's resources by professional and lay persons interested and involved in bilingual/bicultural programs.

Most of the objectives for the second year of the program have been carried out in the 1974-1975 program. The emphasis has continued to be on the accomplishment of the above stated process objectives. The evaluation of these objectives has been based on materials and acquisition listings, library inventories and tallies, analyses of services rendered, dissemination data, and data on the performance of workshop participants. In addition, the evaluator has met regularly with all members of the professional staff at the BRC to study the progress of the program and the gradual achievement of the objectives.

The program had hoped to carry out a limited study of student performance assessment, comprising a small pilot project in reading in Spanish to improve the reading achievement of the non-English-speaking child. For reasons given below under Objective # 9, this objective could not be carried out in the current program. Likewise, the other product objective (Objective # 10) was not carried out, due to major changes in the materials evaluation procedures.

Chapter III: FINDINGS

Objectives # 1-3

Because of the close interrelationship between Objectives # 1-3, it is necessary to discuss these objectives and resulting activities as one overlapping entity. The three objectives were:

1. To continue the BRC program of evaluating and field testing bilingual materials with high BRC rating in 11 classrooms to prepare evaluative bibliographies for dissemination to upgrade the quality of materials purchased by city bilingual educators.
2. To coordinate implementation of a standard process and format of materials evaluation by other programs and city groups.
3. To accelerate the evaluation process by coordinating efforts of additional programs in reviewing and evaluating bilingual materials and to funnel the results of those additional evaluations into the BRC's evaluative bibliographies.

The rationale for these objectives was that it is essential to have evaluative information on available materials so as to upgrade the quality of materials purchased by city bilingual educators. It was considered that a focused and coordinated effort towards reviewing the majority of commercially published materials would have the direct effect of reducing purchase of poor quality materials, providing a base for curriculum materials selection for new programs, and providing feedback to publishers enabling them to upgrade the quality of materials produced.

During its second year of operation, the program began a small pilot project to evaluate and field test BRC library materials and prepare an evaluative bibliography for dissemination. Feedback from bilingual personnel at the Board of Education and in the field indicated a crucial need to expand efforts

in this direction. However, the backlog of materials to be evaluated made it obvious that the BRC staff could not through its own efforts initiate evaluation of more than a small fraction of available materials. Last year the program evaluated 768 items. The target for this year's program was approximately 1,500 items.

(a) Standarization of Evaluation Form

During its second year of operation 1973-74 the BRC engaged ten teacher-evaluators on a part-time basis to conduct and document an initial evaluation of books in the library. An evaluation form was prepared for the teacher-evaluators to utilize in the evaluation of the designated materials. Evaluations were conducted on criteria of content, grade level, subject area, appropriateness to the population and effectiveness. Each set of materials was judged by not less than two teacher-evaluators, using a numerical scale with six steps, (0-5); the lowest number indicating the highest rating. The major problems experienced during this pilot stage of the project were a lack of consistency in response modes (e.g. numerical codes were mixed with check-off items; there was no correlation between final scores and recommendations for purchase) and a corresponding lack of correlation between different sections of the evaluation form. The wide spread of options on the numerical scale was also found to be impractical. The evaluator of the second year program, therefore recommended that a completely new materials evaluation form be developed.

The current evaluation form has been formulated and modified by the Project Director, Ms. Carmen L. Velkas, on the basis of a careful examination of practices in the field of curriculum evaluation. Thus, contacts were made with the Materials Acquisitions Project (MAP), San Diego, California, to obtain a copy of their evaluation form. Contacts were also made with the Office of Bilingual Education as well as with the State Department of Education in California to obtain their cooperation in combining efforts to standardize the evaluation materials format. The new form was also submitted to the program Evaluator

for technical advice.

The following major changes have been made in the current evaluation form. First, the form has been modified so that all items pertaining to content and format can be quantified using a numerical code with three steps, viz.: (1) = poor; (2) = fair; (3) = good. The code can also be expressed as: poor = no; fair = maybe; good = yes. Secondly, the form has been restructured and divided into six major sections: (1) content evaluation; (2) format evaluation; (3) teacher's guide (if any); (4) synopsis of content; (5) the teacher-evaluator's personal impression of the book; (6) purchase recommendation. (Addendum A).

The main objective of the material evaluation project is to develop and disseminate evaluation summaries that are easy to interpret for teachers looking for new materials. Thus, there are a total of 25 questions dealing with various aspects of content, such as: the proximity of the material to the New York City Board of Education Curriculum Guides; the content's relevance to the specific target population and culture; the appropriateness of the language to the grade; the manner in which sex roles are depicted; and the manner in which ethnic groups are presented. Likewise, consideration is given to such aspects of format as: writing style; type of print used; color in pictures and the durability of bindings. There are a total of 45 different questions, which apply to each material under evaluation.

(b) <u>The Selection and Training of Teacher-Evaluators</u>

It was found that there was not much need for contacting district schools to get the required number of teacher-evaluators. The BRC files contained enough applications from the participating schools for the selection of qualified personnel. The selection was made on the basis of their past experiences as evaluators, possession of a New York City license, and at least three years teaching experience.

The program selected 10 teachers to be employed on a part-time basis to work 5 hours per week for 24 weeks beginning in October 1974 and ending in May 1975, (October-November; February-May).

Before starting this year's evaluation assignments, all teacher-evaluators were given the same six books for evaluation, to provide the supervisory staff with comparative information about evaluator behavior and competency. It was found that the teacher-evaluators could be grouped into two sub-groups, designated Groups A and B, where Group A were those who consistently gave high scores in their evaluations, whereas Group B were those who were more restrictive. It was found that the majority of the selected teacher-evaluators were reasonably consistent in their grouping patterns and that the inter-evaluator discrepency in each group was approximately at the 0.2-0.3 level on the three step scale of evaluation. On the other hand, the discrepency between evaluators in the two separate groups could amount to 1.0 or more.

In order to verify these findings, the Evaluator of the project performed a test with 8 graduate students, studying bilingual education at Teachers College, Columbia University, who were given one of the six books mentioned above for evaluation. These student-evaluators, too, could be divided into Groups A and B, with the following scores:

TABLE I

Group A

Evaluator #	Content	Format	Median	Median Discrepency
1	2.4	2.6	2.5	0.15
2	2.7	2.2	2.45	0.1
3	1.9	3.0	2.45	0.1
4	1.9	2.1	2.0	0.35
Mean Score	2.23	2.48	2.35	

Group B

Evaluator #	Content	Format	Median	Median Discrepency
1	1.96	1.92	1.94	0.26
2	1.6	1.8	1.7	0.02
3	1.7	1.4	1.5	0.18
4	0.99	2.1	1.5	0.18
Mean Score	1.56	1.8	1.68	

However, the median discrepency between Groups A and B was 0.67.

Based on these different observations chosen from either Group A or B, it was determined that each title should be evaluated by at least two teacher-evaluators. The information obtained from the first evaluator was then checked against the mean score by the second evaluator, and if there was a discrepency of more than 0.5 in any section of the evaluations, a third evaluation was undertaken.

As the main objective was to single out approximately 100-150 titles to be field tested, it was decided to apply quite rigorous demands for final evaluation scores. Thus, the following criteria for evaluation were set: 1.0 - 1.9 = Poor; 2.0 - 2.3 = Fair; 2.4 - 2.6 = Good; and 2.7 - 3.0 = Excellent. For futher details on the evaluation procedure, see Addendum A.

All teacher evaluators were requested, in May 1975, to submit written statements regarding their viewpoints on the experiences with the current evaluation form. Only 5 persons (=50%) complied with this request, however their comments were extremely positive. Most of them stated that the completeness of the form assures a thorough evaluation and controlling rating of all materials. They also felt that the final rating score gives an excellent indication of the total book, facilitating the selection process of teachers.

The project recognizes that this is only a pilot approach to the evaluation of bilingual materials which will require further refinements. One of the problems under consideration is how to equalize scores obtained by evaluators

from Groups A and B. It is evident that a score of, say, 2.6 obtained from a member of Group A must weigh less than the corresponding score from a member of Group B. The project will therefore seek to determine a factor to be used for either reducing or amplifying scores to a uniform level.

(c) Summary of Evaluation Results

The evaluation of the BRC materials for 1974-1975 can be broken down into two major categories: (1) books that were evaluated by only one teacher-evaluator; and (2) books that were evaluated by two or more teacher-evaluators.

Using the two categories mentioned above, the number of evaluations in each subject matter area is as follows:

Category 1		Category 2	
Language Arts	- 147	Language Arts	- 235
Social Studies	- 11	Social Studies	- 10
Spanish as a Second Language	- 1	English as a Second Language	- 16
English as a Second Language	- 17	Mathematics	- 48
Art and Music	- 8	Science	- 31
Mathematics	-32	TOTAL	340
Science	- 48		
TOTAL	264		

The total number of evaluated books at the BRC is therefore 604. In addition, 300 were evaluated for the Materials Acquisition Project (MAP), using their evaluation instrument (Addendum B), and 200 were evaluated for MAP using the BRC evaluation form, (Addendum A). This brings the total number of evaluated books at the BRC to 1,104 for the 1974-1975 year. Furthermore, 180 titles were informally evaluated using the Critical Selection and Circulation Materials form, (Addendum C). However, these cannot be considered as reliable as those carried out in the controlled groups. This brings the summary of

evaluation results to a grand total of 1,422 titles in the Spanish and ESL books only. In addition evaluation of Italian, French and Greek books will be ready soon. As the target total was 1,500 titles, it must be considered that Objectives # 1 - 3 were more than fully realized.

(d) Field Testing of BRC Materials

Since the program for the field testing of BRC materials was on a voluntary basis, no deadlines for the beginning or ending were given. The only requirement was that participating teachers had to answer an evaluative questionnaire by June 15, 1975, (Addendum D). This objective is partly reflected in Objective # 9 below, the Pupil Reading Program.

The Pupil Reading Program was affected and modified in many ways for the following reasons: staff appointments at BRC were late and this set the schedule two months behind, staff orientation, staff assignments, work package assignments, office organization were all affected. Changes in this time-line schedule Affected the field testing program, as well as the reading program. Nevertheless, it turned out to be an enriching program implemented in more than 8 districts, 23 schools with the participation of 48 teachers and paraprofessionals, and 618 children.

(e) Dissemination of Evaluative Bibliographies

The program has developed a final summary form (Addendum E) for the dissemination of evaluative bibliographies of materials in Spanish that have been evaluated by the assigned teacher-evaluators. The Evaluator has inspected approximately 100 of these summaries and found them to be clear and easy to interpret.

The preparation of these bibliographies has been subject to several hesitant decisions. For example, should the program use numerical ratings?, no doubt, there are instances when books may rate as high as 2 5 (good) and nevertheless cannot be recommended on such grounds as, for example, religious indoctrinations. Consideration was also given to the possibility of topical evaluation. If,

however, this would be the case, then the current form is not comprehensive enough to include basic questions on instructional design.

Selected final evaluations will be disseminated in June,1975. In addition, the titles included in the evaluative bibliographies will be rewritten in the form of the one used in Addendum E-2.

Judging from the data and performance schedules indicated above, it can be concluded that Objectives #1 - 3 have been fully realized.

Objective # 4

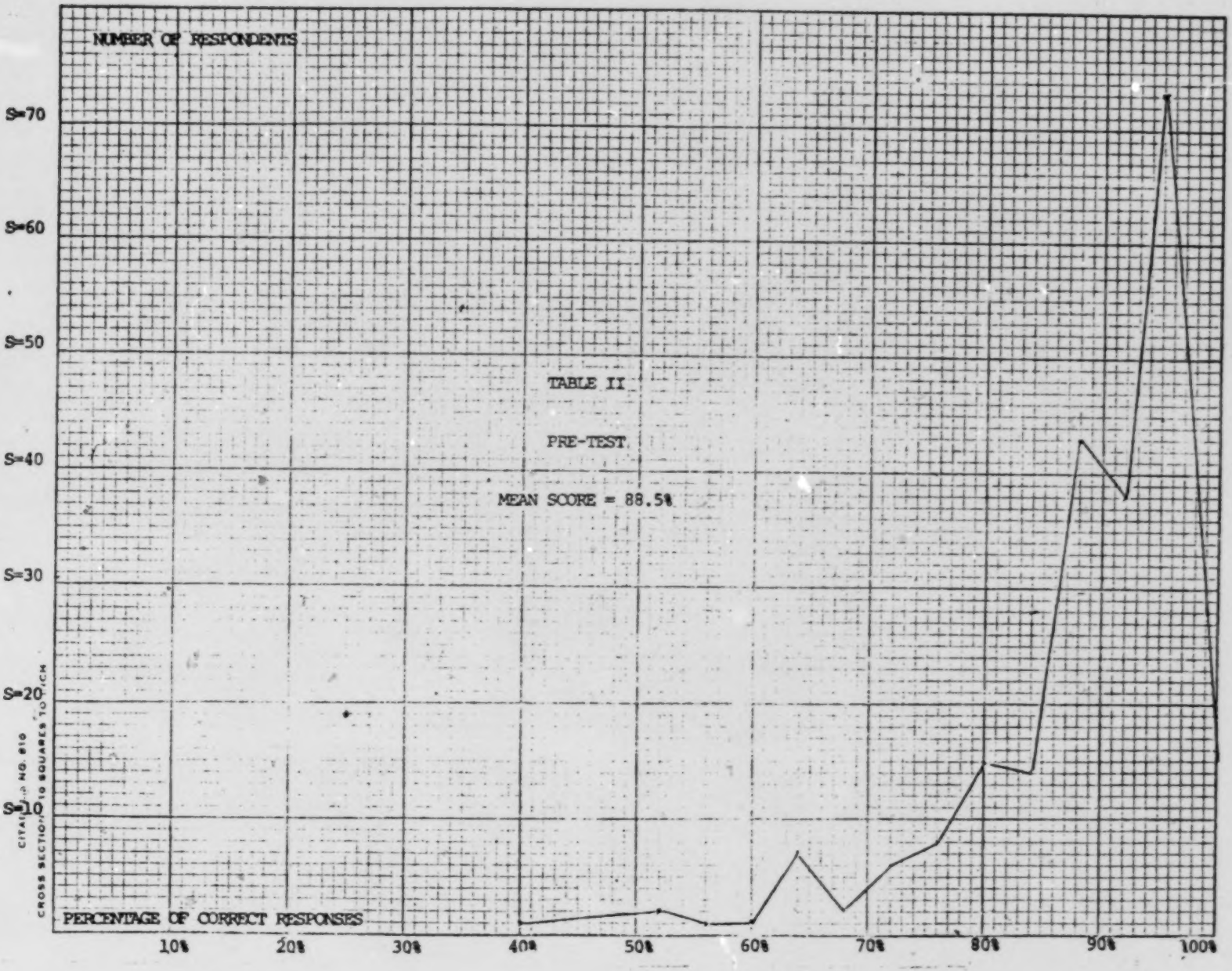
To expand the utilization of BRC resources for teachers and paraprofessionals by continuing to offer orientation sessions outlining the role of the BRC and the resources and services available to bilingual teachers.

This objective was fully accomplished.

According to the proposal, the Trainer was to contact 10 community school districts to select 225 teachers and 8 non-public schools to select 25 teachers to participate in the project. He was also to contact Bilingual Pupils Services Program to select 60 paraprofessionals. This selection was entrusted to bilingual district coordinators who were very cooperative with the program. In reality it proved that there were many more teachers and paraprofessionals interested in participating in these workshops than had originally been anticipated.

In spite of a significant lack of space at the BRC more than 43 sessions were held up to April 1975, attended by a total of 515 teachers and paraprofessionals. from public schools. In addition, a contact with the Catholic Schools Diocese of Brooklyn promoted the attendance of an additional 98 teachers from the Catholic Schools.

Rather than to set up monthly 2-hour orientation sessions for each group, 25 of the 43 sessions were full day sessions from 9:00am to 3:00 pm., These sessions were conducted by the Trainer who administered a pre and post-questionnaire to all the participants, (Addendum F and G). Approximately


NUMBER OF RESPONDENTS
S=70
S=60
S=50
S=40
S=30
S=20
S=10
TABLE II
PRE-TEST
MEAN SCORE = 88.5%
PERCENTAGE OF CORRECT RESPONSES
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%

12A

50% of the attendants filled in these questionnaires on a voluntary basis. The Trainer was assisted by other BRC staff members, when available. All sessions provided for a question and answer period.

A typical full day program consisted of the following elements: introduction to the BRC services; library workshop,(given by the librarian or the researchers) testing aids, textbooks, and audio-visual aids given by the Curriculum Specialists or publishers representatives; movie on bilingual education; pre-test; preparation techniques and materials; Spanish as a basis of a bilingual program; English as a Second Language; teaching math, science concepts and social studies in bilingual education given by Curriculum Specialists and post-test.

Pre-test

TABLE III

WORKSHOP QUESTIONNAIRE

(229 respondents)

QUESTIONS	YES	NO	NO RESPONSE
1. What is the Bilingual Resource Center? (Yes = gave more definition)	98 = 76.0%		31 = 24.0%
The Bilingual Resource Center structure involves:			
2. A Clearinghouse on Bilingual materials - collects, analyzes and classifies bilingual information.	228 = 99.6%	1 = 0.4%	-
3. A library with Spanish-speaking books and audiovisual materials.	224 = 97.8%	5 = 2.2%	-
4. A dissemination Unit--provides kits, lists, newsletters, brochures,etc..	221 = 96.5%	5 = 2.2%	3 = 1.3%
5. An evaluating component for bilingual materials.	223 = 97.4%	5 = 2.2%	1 = 0.4%
6. An evaluation and fieldtesting component for classroom materials.	210 = 91.7%	13 = 5.7%	6 = 2.6%

QUESTIONS	YES	NO	NO RESPONSE
7. Orientation workshops for paraprofessionals.	195 = 85.2%	22 = 9.6%	12 = 5.2%
The Bilingual Resource Library provides:			
8. Essential bilingual Literature.	221 = 96.5%	6 =2.6%	2 = 0.9%
9. Bilingual reports and articles.	225 = 98.3%	4 = 1.7%	-
10. Bilingual newspapers	206 = 90.0%	14 = 6.1%	9 = 3.9%
11. Bilingual magazines and periodicals.	215 = 93.9%	10 = 4.4%	4 = 1.7%
12. Bilingual audio and visual materials.	227 = 99.1%	2 = 0.9%	-
13. Bilingual reference directories and manuals.	228 = 99.6%	1 = 0.4%	-
14. Special field tested bilingual materials from other states.	210 = 91.7%	6 = 2.6%	13 = 5.7%
15. Special bilingual curriculum collections.	220 = 96.1%	3 = 1.3%	6 = 2.6%
16. An ERIC (Educational Resources Information Center) component.	210 = 91.7%	9 = 3.9%	10 = 4.4%
17. An Italian component	220 = 96.1%	5 = 2.2%	4 = 1.7%
18. A French component	218 = 95.2%	6 = 2.6%	5 =2.2%
19. Are there commitments to incorporate Italian and French components?	204 = 89.1%	16 = 7.0%	9 = 3.9%
20. Do you know how to use the Library to locate particular subject and grade level books?	205 = 89.5%	22 = 9.6%	2 = 0.9%
21. Do you know the days and hours of the Library?	213 = 93.0%	16 = 7%	-
22. Is the Library open on Saturday?	44 = 19.2%	179 = 78.2%	6 = 2.6%
23. Can you obtain information and materials from the Center by telephone?	197 = 86.0%	28 = 12.2%	4 = 1.8%
24. Can you obtain information and materials from the Center by mail?	187 = 81.7%	32 = 14.0%	10 = 4.3%

QUESTION	YES	NO	NO RESPONSE
@%. Can you obtain BRC materials-- kits and lists -- which were disseminated to district project coordinators.	195 = 85.2%	23 = 10%	11 = 4.8%

N.B. All the questions were designed to be answered in the affirmative, except # 22.

The high mean score on the pre-test (88.5%) suggests that this test may not have been entirely appropriate. It is therefore recommended that a new somewhat more demanding pre-test be developed for future use.

The post-test provided better information, although this test, too, should be modified both in terms of the length of the test and the use of leading questions.

Post-Test

TABLE IV

ATTITUDINAL QUESTIONNAIRE - - WORKSHOPS

(228 respondents)

QUESTION	YES	NO	NO RESPONSE
1. Are you a teacher?	161 = 71.1%		
a paraprofessional?	58 = 25.4%		8 = 3.5%
2. In what district?	-	-	-
3. Are you currently working in a bilingual program?	163 = 71.5%	53 = 23.2%	12 = 5.3%
4. Were the workshops ...			
a) very interesting (excellent)	110 = 48.2%		
b) somewhat interesting (good)	108 = 47.4%		
c) not at all interesting (poor)	10 = 4.4%		

QUESTION	YES	NO	NO RESPONSE
5. Did the workshops give you...			
a) a great deal of information about existing materials?	133 = 58.3%		
b) some information	93 = 4.08%		
c) no information	2 = 0.9%		
6. Was that information...			
a) very useful (excellent)	133 = 58.3%		
b) somewhat useful (good)	93 = 40.8%		
c) not useful at all (poor)	2 = 0.9%		
7. Were the materials prepared and distributed at the workshops useful and adequate?			
a) useful to you (excellent)	114 = 50%		
b) adequate for your own use (good)	87 = 38.2%		
c) inadequate for your use (poor)	20 = 8.8%		7 = 3%
8. Were you aware before the workshops that there is a Bilingual Resource Center at the Board of Education?	178 = 78.1%	50 - 21.9%	-
9. Did you visit the Center prior to the workshops?	48 = 21.1%	152 = 66.6%	28 = 12.3%
Since the workshops?	18 = 7.9%	45 = 19.7%	165 = 72.4%
10. Now that you have attended the workshops do you know more about the Bilingual Resource Center?	223 = 97.8%	4 = 1.8%	1 = 0.4%
11. Do you feel more encouraged now to use the resources of the Bilingual Resource Center when necessary?	222 = 97.4%	6 = 2.6%	
12. Do you expect to use the help of the Bilingual Resource Center (by calling on the phone, for example)	208 = 91.2%	12 = 5.3%	8 =3.5%

QUESTION	YES	NO	NO RESPONSE
13. Do you intend to visit the Bilingual Resource Center soon?	189 = 82.9%	20 = 8.8%	19 = 8.3%
14. Will you use the Bilingual Resource Center...			
a) to get materials for your own use.	192 = 84.2%	11 = 4.8%	25 = 11.0%
b) to find out what books and what audio-visual materials are best suited for use in your classes?	197 = 86.4%	9 = 3.9%	22 = 9.7%
15. Would you say that the staff of the Bilingual Resource Center is helpful?	224 = 98.2%	-	4 = 1.8%
16. If you were granted time to attend workshops during school hours, would you like to attend one or more workshops....			
a) this semester	134 = 58.8%		94 = 41.2%
b) next year	116 = 50.9%		112 = 49.1%

(N.B. some participants checked both alternatives)

17. Would you like to have more time during the workshops...			
a) to ask more questions	43 = 18.9%		185 = 81.1%
b) to discuss some problems in your classes which are related to the books and other materials you need.	123 = 53.9%		105 = 46.1%
18. What changes or suggestions do you have to improve the workshops? (not tallied here)			
19. What else would you like to see included in future workshops? (not tallied here)			
20. Would you recommend these shops to other project directors, teachers, paraprofessionals and aides as a valuable experience?	181 = 79.4%	17 = 7.5%	30 = 13.1%

The participants added the following suggestions for the improvement of future workshops:

(1) More space is required to accomodate the participants.

(2) Workshops should be divided into smaller discussion groups.

(3) Participants should be assigned to groups according to the language that they are fluent in.

(4) The workshops should focus not only on the primary grades but should encompass all grades.

(5) More manipulation of materials.

(6) There should be materials available for Japanese and other oriental groups.

(7) More information about minority groups other than Spanish and Haitians.

(8) More emphasis on ESL.

(9) More emphasis on actual classroom experience.

(10) Mini-lessons in various subjects illustrating the best way of presenting ideas.

(11) Invitations to publishing companies who produce bilingual materials to demonstrate the use of these materials.

(12) Films or video tapes on actual bilingual instruction in the city schools.

Objective # 5

To continue to collect, review and classify informational, research-oriented, and curriculum materials in Spanish, French and Italian and make them available to bilingual educators through an expanded circulatory library.

(a) General Observations

The BRC Library houses essential literature, reports, newspapers, magazines, periodicals, audio and visual materials, reference dictionaries and manuals, and special curriculum collections from schools and other bilingual/bicultural

education centers. The Information Retrieval and Dissemination Unit collects bilingual data and organizes it into comprehensive kits and lists for dissemination.

When the new librarian began her work in September 1974, she encountered the following major problems: The BRC library occupied a small room (Room 221) at the Board of Education. She found that it was not possible to function with maximum efficiency because of critical space shortage and the need to reorganize the library properly. Since there were no accession book and no shelf list, it was not possible to make an accurate inventory of the library holdings. However, according to the information received from the BRC office, there were some 19,000 books in the library, including workbooks and teacher manuals, organized into the following sections: Spanish books (textbooks and library books); French collection; Italian collection; Materials Acquisition Project (MAP) collection; Books donated by Departamento de Instruccion, Puerto Rico; Puerto Rican Studies; ESL collection; reference collection; information files; and audio-visual materials.

There was a card catalog and some of the books had been classified according to the Dewey Decimal System. However, the majority of the books had not been catalogued. When a book had been catalogued, it only had two cards: Author Card, and Title Card. Few books had a third card with the subject. Many library books had been classified as "readers" or textbooks, however, they had no accession number and no copy number. The French and Italian books had not been classified at all.

The library collection has subsequently been thoroughly reorganized, a task that is still ongoing. Among the innovations that can be mentioned are: the Italian and French researchers have been trained under the supervision of the librarian, to handle the classification of books in these two languages; the books on the shelves have been rearranged into two major categories; fiction books (in alphabetical order by author's last name) and non-fiction books (in numerical order first, and then within the same number, in alphabetical order by author's

last name; a person has been trained to help in the classification of textbooks, checking and cataloguing books found on the shelves, counting number of copies per title, and giving copy number to each book in the library.

The library has continued to collect research reports, articles, proposals, and commercially available materials obtained from public and private schools, colleges and universities, agencies and organizations and community groups involved in bilingual/bicultural education programs. All these materials have been classified by a coding system to facilitate identifying materials that have been incorporated into kits and lists for dissemination.

The Library has continued to strengthen its ERIC Clearinghouse collection. Thus, they have ordered the latest available materials on bilingual education in microfiche form from the ERIC Document Reproduction Service. This microfiche material is arranged by ERIC accession number. A list in bibliographic form of all the ERIC microfiche available at the BRC Library has been disseminated. The Library is equipped with a 3M Reader-Printer; however, it was reported that exceedingly few persons have made use of this piece of equipment.

The reference collection has been enriched with new reference books such as bibliographies, dictionaries, atlases, encyclopedias, proposals, tests, articles, reports, and special reference books. A list of the proposals and another list of the Evaluation Reports available at the BRC Library were disseminated. These two sections were reorganized by funding source (Title I, III, or VII), district and year.

The Library has been open on Monday and Friday from 11:00 a.m. to 5:00 p.m. and on Tuesday, Wednesday and Thursday from 1:00 p.m. to 8:00 p.m.. The Library held 43 Workshops and Orientation Sessions attended by a total of about 600 persons. It has been visited by 2,160 persons from July, 1974 to April, 1975.

The Library has maintained monthly circulation statistics, indicating the number of books and non-book materials that were circulated.

TABLE V

B.R.C. LIBRARY
CIRCULATION STATISTICS--SUMMARY

MONTH	BOOKS				NON BOOKS	TOTAL	CUMULATIVE TOTAL
1973	SPANISH	ITALIAN	FRENCH	ENGLISH			
*May						2	2
*June						6	8
*July						6	14
*August						50	64
*September						78	142
October	167				20	187	329
November	175				49	224	553
December	87				22	109	662
1974							
January	158				28	186	848
February	99				20	119	967
March	902				70	972	1939
April	735				91	826	2765
May	262				57	319	3084
June	75		10		29	137	3221
July	189	6	12		84	256	3477
August	48	6			27	81	3558
September	169	1		13	15	198	3756
October	206	4		38	54	302	4058
November	385			117	93	595	4653
December	573	4		82	98	757	5410

B.R.C. LIBRARY
CIRCULATION STATISTICS--SUMMARY

*Prior to October 1973 there was no separate count of books and non-books material, only the number of items circulated.

On May 15, 1973, space was obtained for the library.

MONTH 1975	SPANISH	ITALIAN	FRENCH	ENGLISH	NON BOOKS	TOTAL	CUMULATIVE TOTAL
January	523	5	18	66	72	684	6094
February	421	12	31	69	75	608	6702
March	226	0	12	106	106	450	7152
April	192	67	92	0	123	473	7625

It should be noted that Circulation Statistics reflect only one aspect of library usage. In addition to materials borrowed from the Library, large quantities of materials were used constantly on a day-to-day basis in the Library by teachers, students, and personnel involved in the planning and implementation of bilingual programs.

The Library invited visitors to fill out a short form (Addendum H) with suggestions about the operation of the BRC Library and its collections. A total of 138 persons completed these forms, proving the following tally of responses:

TABLE VI

LIBRARY - ATTITUDINAL QUESTIONNAIRE
(138 respondents)

QUESTIONS	YES	NO	NO RESPONSE
(1) Were the hours convenient?	98 = 71.1%	18 = 13.1%	22 = 15.9%
(2) Was the space adequate?	31 = 22.5%	65 = 47.1%	42 = 30.4%
(3) Would you prefer another evening available for visiting the BRC Library?	47 = 34.1%	37 = 26.8%	54 = 39.1%

LIBRARY - ATTITUDINAL QUESTIONNAIRE
(138 respondents)

QUESTIONS	YES	NO	NO RESPONSE
(4) Were the materials you have seen plentiful?	84 = 60.9%	18 = 13.0%	36 = 26.1%
(5) Were the materials you requested made available to you?	81 = 58.7%	6 = 4.3%	51 = 37.0%

(6) What suggestions or changes would you like to see included in our Center?

Morning hours for Mondays, Wednesdays, Fridays and Saturdays, (before 10:00 a.m.).
Plays.
A reading room.
Too many reference materials.
Send lists to bilingual Spanish teachers in schools of all New York City areas, where materials may be purchased without waiting.
Actual bilingual testing materials.

(7) What else would you like to see included in our Center?

A small store for teachers to buy things for themselves.
Films, filmstrips and records in English and Spanish for learning conversation.
Pre-kindergarten and kindergarten materials.
Copy machine.
More junior high school programs.
Opportunity for selected students to evaluate materials.
More social studies for high school programs.
A tape center.
A small guide for better use of the center.
Expansion of art history material.
More children's stories that relate to their backgrounds.
More language arts books on early childhood level.
Bilingual information concerning other minority groups, for example: American Indians, South American Indians.
Additional Italian texts.
Make library hours known.
More materials in curriculum areas already developed by bilingual/bicultural programs other than P.S. 25.

As evidenced by the responses by the visitors, 47.1% considered that the space available in the Library was inadequate. The lack of space has been a persistant problem to the BRC Library in its organization of its collections.

Therefore, one of the recommendations that was made by the evaluator of the second year program was that the physical facilities of the Library be expanded. The Board of Education did consider such a request, however, the new and larger facilities were only made available in the late Spring of 1975, at which time the Library was moved to much larger quarters on the same floor. In the meantime, however, the program had to cope with extremely cramped working conditions. It is therefore to the credit of the Library personnel that much of the scheduled work could still be carried out in a satisfactory manner.

(b) Spanish Materials and Resources

The duties of the Spanish Researcher were divided into five different major tasks: data collection; dissemination; references and orientations; conferences and workshops; and other related activities.

The data collection consisted in obtaining statistical data from all Districts in New York City regarding ongoing bilingual education programs including the name of project, funding source, the name and address of the Project Director, Coordinator and/or Supervisor and the telephone number of the person directly in charge of the program. The above data was distributed in the form of a Directory Book to all the District offices and other personnel interested in this data. In addition, questionnaires were sent to all Coordinators and Project Directors in order to collect information about materials used in reading, Spanish, English as a Second Language, Math, Science and Social Studies. The obtained information was collated and disseminated.

Orientation sessions were held for individual visitors and groups. Information about bilingual education and available materials for different grade levels was disseminated to interested administrators. The Spanish Researcher also participated in 9 different conferences and workshops in bilingual/bicultural education.

The program bought all the Spanish books and audio-visual materials outlined in the proposal. (Should any

This objective was fully realized.

(c) Italian Materials and Resources

The Italian collection has grown considerably during the current funding period. The Italian Researcher purchased the Italian books and audio-visual materials outlined in the proposal. She also made extensive field visits to district programs, agencies and organizations, and colleges and universities to obtain materials on Italian programs and to identify sources of information on Italian resources.

Beyond books and audio-visual materials, the Italian collection includes 18 subscriptions to newspapers, periodicals, and magazines. All Italian books were classified by the Researcher under the guidance of the Supervising Librarian.

The Researcher conducted workshops for teachers, coordinators and paraprofessionals. These took place at the BRC and during the Second Bilingual Bicultural Materials Conference, held at the Statler Hilton in New York in February, 1975.

Since May 1975, five licensed teachers have been engaged in evaluating Italian textbooks. Each teacher has been working for 50 hours. Most of the books were found to be excellent.

The Researcher has prepared a comprehensive list of Italian materials which will be disseminated to 200 persons in June, 1975.

This objective was fully realized.

(d) French Materials and Resources

The French collection is primarily focused on Haitian culture and literature. At the beginning of the project year, there were approximately 250 books in the French collection, which has now grown to some 1,500 books.

As the number of French programs is not as great as the number of Spanish programs, the Researcher found it to be fairly easy to trace the material.

Contacts were made with publishing companies in New York, Canada and France in order to receive books, catalogs and specimens. Contacts were also made with Haiti from where they received a slide collection, a post card collection, and some rare books. The collection of records was also enlarged to include a variety of fairy tales on records and a collection of Haitian folkloric songs. Textbooks designed in France were received and so were books for the classroom in Haiti so that teachers could see what Haitian students had been using before their arrival in the United States. However, the program does not recommend the use of Haitian textbooks in New York City. Similarly, there are problems in the adaptation of textbooks from France, particularly in the areas of social studies and science.

Most of the books received were catalogued by the French Researcher who had no previous experience of such work, under the direction of the librarian. The Researcher conducted a total of 14 different workshops at the BRC, local school districts, and private universities in New York City. French teachers evaluated a total of 69 books.

The Researcher has prepared a comprehensive list of French materials which will be disseminated to 200 persons in June 1975.

This objective was fully realized.

Objective # 6

To initiate research activities relating to Chinese materials and resources.

Although the program had proposed to incorporate Chinese among its major language components this year, it has only been able to hire a Chinese consultant to initiate research activities relating to Chinese materials and resources and to outline a budget for the following year. This change was deemed necessary since the program did not have adequate available desk space and was not sufficiently

structured in Spanish, Italian and French to phase in another language at this time.

This objective was therefore not realized.

Objective # 7 and 8

To continue disseminating an annual brochure; 4 bi-monthly newsletters; and kits and lists to increase awareness and understanding of the BRC, its role and its services to persons and agencies interested in providing quality bilingual education services to non-English-speaking children.

To expand and upgrade the role of the newsletter in developing communication channels between the BRC and city bilingual educators, focusing on available curriculum materials in various media and their quality.

(a) General Observations

As proposed, the Project Coordinator and Assistant Coordinator with the assistance of the staff would disseminate all materials to public and non-public school personnel involved in bilingual education. Newsletters would be disseminated four times a year; kits and lists semi-annually; brochures and Bilingual Directory annually; and general information and materials on an ongoing basis.

This objective was fully realized.

(b) Newsletters

The part-time researcher organized the newsletters as follows. She outlined a monthly article schedule on the following: interviews with prominent people on bilingual education; articles by prominent administrators in charge of bilingual programs; articles by Office of Bilingual Education; and articles on important bilingual programs and activities. She also coordinated with the Supervising Librarian the preparation of articles on the BRC Library, including reviews of materials and feature sections. Finally, she coordinated staff activities to submit items for Calendar of Events, Placement Opportunities, exam schedules, etc. and coordinated activities with the printer to produce the newsletters.

The scheduled newsletters were published as follows:

Vol. 1 No. 7	October-November, 1974
Vol. 1 No. 8	January-February, 1975
Vol. 1 No. 9	March-April 1975
Vol. 1 No. 10	May-June 1975 (to be disseminated in June '75)

A total of 16,000 newsletters (4,000 copies of each issue) were printed and distributed in the following manner: 3,300 were sent to persons and institutions on the mailing list; 250 were given to the Teacher in School and Community Relations Program; and the remainder were distributed at conferences, such as the TESOL Conference, U.P.A. Conference, local Bilingual Bicultural Materials Conferences, Albany Conference, Learning Coop Conferences, D.C.B.B.E. Conference, Fourth International Annual Bilingual Conference and to visitors and workshop participants, etc..

The program's newsletters have been very successful. The program received daily requests by mail and telephone to include names on its mailing list. The evaluator has found these newsletters to be of very high quality and interesting. They are well edited and the format and design are both modern and appealing.

(c) Brochure

The brochure was up-dated and disseminated as scheduled in September 1974. The program increased its dissemination from 3,200 brochures last year to 10,000 this year.

(d) Bilingual Directory

The Spanish researcher has up-dated the Directory via questionnaires and phone calls. The Directory is divided into the following sections: Agencies and Organizations; Colleges and Universities; Districts and Centralized Programs; and the Office of Bilingual Education. New programs, agencies and university programs have been included. This is a comprehensive study, consisting of some

250 pages, which reflects the professional standards of the Center.

(e) Kits and Lists

(1) Spanish

The Director and staff outlined the kinds of kits and lists and amounts of Spanish information materials to be disseminated. The Director also assigned specific kits and lists to core project staff, while the Assistant Coordinator outlined a Duplicate Schedule for all kits and lists. The Spanish Researcher selected appropriate materials and prepared sample copies of kits and lists.

All Spanish kits and lists were scheduled to be duplicated and disseminated in January 1975. However, due to the accumulation of other duties, the dissemination has been postponed until June 1975, when 500 kits will be distributed.

(2) Italian and French

The Assistant Coordinator outlined a Duplicating Schedule for the Italian and French kits and lists, whereas the Italian and French researchers, respectively, selected appropriate materials and prepared sample copies of kits and lists.

All Italian and French kits and lists will be duplicated and disseminated in June 1975. These preparations have proceeded on schedule, so that 200 kits for each language will be distributed on the target date.

(f) Special Dissemination

Besides the regular ongoing dissemination of individual reports, kits, and lists carried out by the program, special dissemination activities were taken for specific occasions, e.g. Puerto Rico's Discovery Day. As mentioned previously, dissemination of a variety of materials have been made at many local and national conferences.

On the basis of the data and performance schedules that have been reviewed above, it can be concluded that Ojectives # 7 and 8 have been fully realized.

Objective # 9

To pilot test improving pupil performance in the basic skill area of reading in Spanish as assessed by pre and post-administration of an appropriate standardized grade 3 test of Spanish reading.

As mentioned above in Chapter II, the program had hoped to carry out a limited study of student performance assessment, comprising a small pilot project in reading in Spanish to improve the reading achievement of the non-English-speaking child. However, this objective could not be carried out in the current program for the following reasons.

These tasks had been scheduled for implementation during the period of July - September, 1974: rating and selection of Spanish reading materials, rated 1-3; contacts with book publishers; contact with curriculum specialist; contacts with teachers in respective schools for the scheduled teacher training program prior to the field testing selection of schools involved; selection of the Spanish Reading Test; and delivery of reading materials. However, the program was modified in many ways because new staff appointments were late, setting the schedule two full months behind. As a consequence, staff orientation, staff assignment, work package assignments, and office organization were all affected.

Due to the fact that the reading program did not start in September, the pre-test was not administered. In addition, many classes had undergone other types of testing under the Board of Education and the districts were opposed to any further testing of the children. Also, most district coordinators were opposed to the use of norm-referenced tests, based on the criticism made by the ASPIRA organization against them. Consequently, the post-test was also dropped as it had no purpose.

In spite of these modifications in the stated objective, the pupil reading program has been implemented. It has become an enriching program in which 8 districts, 23 schools, 48 teachers and paraprofessionals, and 618 children have participated.

It should be noted that the proposal for the 1974-1975 program was quite cautious regarding the feasibility of implementing this objective in the current program. It was stated that the program would have preferred to have results from its materials evaluation and field testing components before beginning its pupil assessment phase. But it initiated the project hoping to replicate its experience with the materials evaluation objective. If the results of the reading program had proven successful, the project would have served as a model for future BRC pilot projects to test materials in specific subjects and grade levels. However, the program has obtained important information about testing procedures as well as actual use of valuable Spanish reading materials.

Objective # 10

To pilot test upgrading of teacher knowledge of available high quality bilingual materials as measured by a test of information on evaluation of bilingual materials. This test will be devised by the evaluator in in consultation with the training team.

As mentioned above in Chapter II and under Objectives # 1-3, this objective was not carried out in its entirety because of major changes and modifications in the materials evaluation procedure.

This objective is closely tied to Objective # 2 of the 1973-1974 program, which was stated as follows: "To determine the extent of accomplishment of a two-phase program of evaluating materials and field testing them -- in order to produce and disseminate an annotated and evaluative bibliography of selected bilingual materials."

As mentioned previously under Objectives # 1-3 of the current program, an initial evaluation form was them prepared for the teacher-evaluators to utilize in evaluating materials in the library. However, this form proved to be quite inadequate, although a total of 768 evaluations were carried out. It was therefore strongly recommended that the evaluation form be completely modified. Similar

criticism was directed against the instruments that were developed for field testing during the second project year, when a total of 78 titles were in the process of being field tested and evaluated. The current program therefore lacked a realiable data base upon which to proceed, in the implementation of Objective # 10.

Although it was not feasible for the program to develop the proposed test materials, for the reasons stated above, it did implement a program for teacher training along the lines suggested in the proposal.

The proposed contacts with book publishers proved to be a very successful undertaking in the search for meaningful materials to be used in the bilingual program. Direct contacts were thus established with a number of companies that provide bilingual schools with materials. Many companies were willing to provide the BRC with company paid intensive training programs with their experts and consultants. In fact, all the companies involved in the Pupils Reading Program (Objective # 9) trained the teachers in the use of their materials before they were put in use for this program. The program also provided teachers with a subject-reference coded list of active publishers and distributors of bilingual materials.

The identification of the participating teachers was based on consultations with the District Coordinators, or directors of programs, on the basis of known attitudes toward innovation, willingness to take the program and ability to evaluate materials. The program was started as soon as the materials were made available by the companies in November.

Chapter IV: SUMMARY OF MAJOR FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This evaluation has been based on the lists of materials and acquisitions, library inventories and tallies, analyses of services rendered, dissemination data, and data on the performance of workshop participants. In addition, the evaluator has met frequently with all members of the professional staff at the Bilingual Resource Center.

The accomplishments of the Bilingual Resource Center during its third year of operation were extremely satisfactory and impressive. The need to provide information on bilingual/bicultural education to personnel involved in planning, developing, and implementing bilingual/bicultural programs is being satisfactorily fulfilled by the Bilingual Resource Center. Through its coordination functions, the duplication and fragmentation of the efforts of the field personnel are being reduced or avoided.

The Bilingual Resource Center has satisfactorily fulfilled seven major objectives set for its third year of operation. One objective (Objective # 6) was not fulfilled, namely, the inclusion of Chinese materials and resources. Two product objectives (Objectives # 9 and 10) were only partially implemented for reasons stated above. Otherwise, the Bilingual Resource Center has performed its tasks in a most commendable manner in light of a variety of operational difficulties imposed upon the program by factors beyond its control. Until late spring, 1975, the program continued to operate with critical space and staff shortage which prevented it from achieving the complete production that was originally anticipated.

In order to determine the attitudes by the BRC staff toward the program, the Assistant Coordinator and the Evaluator designed and distributed a questionnaire to the BRC staff, containing the following questions:

(1) Were the overall objectives realistic?

(2) Could you implement those objectives assigned to you?

(3) Were work tasks realistic and appropriate?

(4) Was the staffing adequate?

(5) Were the facilities adequate?

(6) Was the equipment (such as typewriters, recording devices, etc.) adequate?

(7) Were the Library resources adequate?

(8) Was the project adequately administered?

(9) Do you believe dissemination was handled properly?

(10) What changes would you recommend for the future?

Staff members were requested to submit their responses by May 15. All responses were to be typed (one page per question) and anonymous so as to insure complete and honest responses from the staff.

A total of 10 staff members returned the questionnaires, providing the following responses:

Were the overall objectives realistic? 90% expressed the opinion that the objectives were indeed realistic; 10% said no, (no qualification given). Among the comments should be noted that some respondents felt that objectives fell off the scheduled time-line due to changes made in the administration personnel at a very critical time, viz.: September. Therefore, staff appointments were late, which set the schedules two months behind.

Could you implement those objectives assigned to you? 100% expressed the opinion that they had been able to implement those objectives that had been assigned to them. The following comments were offered: Relocation of the BRC and the lack of adequate space was a serious hindrance. It was suggested that librarians should have knowledge of Spanish, French and Italian, and it would help if there were some trilingual members at all times.

Were work tasks realistic and appropriate? 70% said that they had found their work tasks to be realistic and appropriate, whereas 30% (no qualifications) answered in the negative. No particular comments were offered.

Was the staffing adequate? 60% answered in the affirmative; 40% in the negative. The most important comments were the following: More typists would have been useful, particularly with a knowledge of French and Italian. There was a lack of orientation for newcomers. The Director was aware of this problem and had a book of procedures on Board of Education processes compiled and a BRC manual for office procedures typed for future use in instructing new personnel.

Were the facilities adequate? Only 20% expressed the viewpoint that facilities were adequate. The majority had the following comments: They received many complaints from visitors about the cramped conditions in the library; they were unable to service all the people who wanted to attend the workshops, since the number of people was limited to fifteen, due to the size of the meeting room; lack of space made conditions sometimes unworkable.

Was the equipment adequate? Again only 20% felt that they had been given adequate types of equipment. Suggestions included more file cabinets; more typewriters; more closets for supplies and materials; more desks; and a good camera to photograph special events.

Were the library resources adequate? 60% took a positive view to this question, while 40% provided such suggestions as: the card catalogue system needs to be completely reorganized; due to the lack of space, people could hardly move about looking for books on the shelves; there were not enough shelves for books which had to remain piled on the floor or in boxes after they had been classified. Since then, more space (2 rooms) has been provided by the Office of Bilingual Education.

Was the project adequately administered? 80% felt that the project had been adequately administered; those who did not share this opinion offered the following specific comments. The general feeling was that there was a need for more communication between staff members and that meetings were planned at the last minute. There was a need for more specific directions in order for the staff to fulfill the demands of the public properly.

Do you believe dissemination was handled properly? Half of the respondents responded in the affirmative; the other half in the negative. The following comments can be noted. More space needed in the dissemination room. Complete kits instead of separate lists and articles should be disseminated. Most of the dissemination lists originate from other centers working in bilingual education. Special position papers prepared by experts at the BRC should be prepared for dissemination. (These were not proposal objectives, however.)

What changes would you recommend for the future? Many of the staff members felt that they should work more as a team. The following other suggestions were added: to adhere more to the time tables; a complete reorganization of the procedures to accomplish the program goals; deadlines for work packages should be more strictly enforced; courses in human relations should be offered; enclosed booths for the use of audio-visual materials should be provided; conferences should be held in schools to orient staff and parents since it is difficult for a large group of teachers to leave schools during school hours; prizes should be offered for excellence in essay writing in Spanish, French, Italian, Chinese and Greek.

There is hardly any doubt that the program experienced some administrative problems, for example, there was a major change in administrative personnel at the beginning of the program that caused many unforseen delays in activities. In addition, the Assistant Coordinator resigned in March but did not leave until April, due to her vacation time. Thus, for several weeks there was no Assistant Coordinator, leaving many additional duties to the Director. There were also some personality conflicts with other members of the staff which

caused problems with the staff and administration. The bookkeeper left in December and no replacement was possible until April, due to the job freeze. An additional problem was that since budget allowances were made with certain personnel in mind, changes in the budget had to be made when new licensed personnel was hired which required higher pay, according to their pay scales. Bureaucratic delays in processing new personnel and budget modifications were also a hinderance.

The greatest problem was that of space. The program was supposed to move into larger quarters in October, but the move was delayed until May of the following year. Then shelves and telephone were not immediately moved causing further library problems. The Aspira Consent Decree created an excessive demand and interest in the program and training sessions. However, the library was too small to accomodate the large number of people who wished to attend.

It should also be noted that bureaucratic delays did not allow for delivery of desks, chairs, and other office furniture, which added to the difficulties of working conditions.

The evaluator inspected the program's books and records of transactions and found them to be in good order. Payments have been handled efficiently considering the cumbersome, extremely slow processing procedure set up by the Board of Education. The overall management of the program has been satisfactory in all regards and commands the highest praise.

The following recomendations were made for the purpose of suggesting specific ways in which a sound program may be further improved. They represent a compilation of what the evaluator considers to be most pertinent on the basis of the evaluation.

1. The Bilingual Resource Center should continue its activities. The overall evaluation of the 1974-75 program was exceedingly favorable and pointed to the need for the continuation of the program.
2. Full funding of the Center should be continued.
3. Funding should be increased and allocated specifically for:
   a. Expanding the physical facilities of the Bilingual Resource Center.

b. Adding critically needed staff personnel, particularly typing assistance in languages other than Spanish.

c. Expanding the ERIC Clearinghouse files considerably.

d. Adding more equipment, such as typewriters, filing cabinets, etc.

e. Expanding cooperation with other agencies and colleges and universities involved in planning, developing, and implementing bilingual/bicultural programs.

f. Adding library staff with knowledge of languages other than Spanish.

g. Creating more effective dissemination procedures, by increasing personnel and adding needed equipment.

h. Expanding the preparation of position papers in critical areas of bilingual/bicultural education.

APPENDIX

ADDENDUM A

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF BILINGUAL EDUCATION
BILINGUAL RESOURCE CENTER
110 LIVINGSTON STREET - ROOM 224
BROOKLYN, NEW YORK 11201
TELEPHONE [illegible]

[illegible]RNAN LaFONTAINE
Executive Administrator

Carmen Velkas
Project Director

TEXTBOOK EVALUATION FORM

Final Rating
Poor
Fair
Good
Excellent

BILINGUAL RESOURCE CENTER

TEACHER'S TEXTBOOK EVALUATION FORM

PUBLISHER: _____

TITLE: _____

AUTHOR _____

DATE OF BOOK: _____

Poor	Fair	Good	Excellent
1.0	2.0	2.4	2.7
1.1	2.1	2.5	2.8
1.2	2.2	2.6	2.9
1.3	2.3		3.0
1.4			
1.5			
1.6			
1.7			
1.8			
1.9			

_____

CLASSIFICATION NUMBER: _____

TYPE OF BOOK:

_____ Pupil's text

_____ Teacher's Manual

_____ Workbook

_____ Other(Specify)

_____ Cost

_____ Number of Pages

_____ Intended grade level

_____ Curriculum area

BASIC ☐ SUPPLEMENTARY ☐ _____ Extent of Use

_____ Time Spent

PLEASE CHECK AND COMPLETE ONE:

☐ I recommend this book for _____ grade level.

☐ I do not recommend this book.

MEAN OR AVERAGE SCORES

CONTENT:	
FORMAT:	
TEACHER'S MANUAL:	
MEDIAN RATE FOR PURCHASE RECOMMENDATION:	

BILINGUAL RESOURCE CENTER

TEACHER'S TEXTBOOK EVALUATION FORM

Check the following statements, rating with the words; POOR(1), FAIR(2), or GOOD(3) and fill in the numerical value box with the corresponding number.

A. CONTENT EVALUATION	POOR	FAIR	GOOD	NUMERICAL VALUE
1. The proximity to Curriculum Guides(Board of Education) in terms of the content and sequence if				
2. The content's relevance to the specific culture is (e.g.; Text from Spain may not be adequate or relevant to the Hispanic Student's experience).				
3. The degree to which the book can be used for an integrated curriculum of instruction is				
4. The degree to which the illustrations match the content is				
5. The appropriateness of the language to the grade level is				
6. The potential of the book for translation and adaptation into the Second Language is				
7. The cultural background material is				
The interest of the content to the child(at grade level)is				
9. The repetition of previously learned material is				
10. The practical amount of new material introduced in each lesson is				
11. The Spanish, Italian, French, etc. is (geared to the New York area or too regional, etc.)				
12. The length of sentences is				
13. The accumulation of concepts in one paragraph is				

TOTAL THIS PAGE.....				
NUMBER OF ITEMS CHECKED				

	POOR	FAIR	GOOD	NUMERICAL VALUE
14. The frequency of use of certain words and expressions is				
15. The tests on the stories are				
16. The content of questions for pupils is				
17. The homework assignments are				
18. Ease of handling of book is (difficult, adequate or easy for child to handle)				
19. The sex roles depicted(or stereotyped, etc.) are				
20. The presentation of the social group roles is				
21. The arrangement of the material presented is(teacher can flexibly choose certain areas to be covered by either slower or brighter groups)				
22. Extent to which male and female vocational, prefessional and executive roles are equally presented is				
23. Proportion and adequate distribution of gender words to designate male and female is				
24. The material is (easily comprehensible and utilizable by both teacher and paraprofessional)				
25. The presentation of the ethnic group represented is				
26. Extent to which ethnic group roles (vocational,professional and executive) are accurately and evenly portrayed is				
27. Extent to which presentation of religion complies with the Board of Education guidelines is				
28. The presentation of the folkloric background is				
29. Portrayal of man's place in ecological systems and the necessity for the protection of our environment is				
30. Degree to which political issues and figures are focused upon is				
TOTAL THIS PAGE				
TOTAL FROM PAGE 1.....				
SUM TOTAL.....				
NUMBER OF ITEMS CHECKED ON PAGE 1				
NUMBER OF ITEMS CHECKED ON PAGE 2				
TOTAL OF ITEMS CHECKED.....				
CONTENT MEAN.....				

B. FORMAT EVALUATION

	POOR	FAIR	GOOD	NUMERICAL VALUE
1. The writing style is				
2. The pedagogical style (e.g., logical and clear) is				
3. The type of print used is a. attractive b. large print c. small print				
4. The different colors used for concepts are				
5. The colors of the pictures are				
6. The charts are				
7. The workbooks (or print outs) are				
8. The drills and tests are				
9. The printed illustrations are				
10. The durability of materials (binding) is				
11. Extent to which illustrations present a balanced portrayal of both sexes in a variety of occupations is				
12. Extent to which illustrations present ethnic groups in a variety of occupations is				

TOTAL.....				
NUMBER OF ITEMS CHECKED.....				
MEAN.....				

C. TEACHER'S MANUAL (IF ANY)

	POOR	FAIR	GOOD	NUMERICAL VALUE
1. The drill material is				
2. The test materials are				
3. The aural part is				
4. The oral part is				
5. Comprehension is				
6. The pedagogical writing style is				
7. The lesson plan suggestions are				
8. The suggestions for additional material and instruction beyond text are				
9. The available tapes (if any) are				
10. The instructions are (clear, unclear)				
TOTAL.....				
NUMBER OF ITEMS CHECKED.....				
MEAN.....				

	TOTALS
A. CONTENT.....	
B. FORMAT.....	
C. TEACHER'S MANUAL.....	
SUM TOTAL.....	
FINAL RATING...	

D. SYNOPSIS (SUMMARY OF CONTENT).

E. YOUR PERSONAL IMPRESSION OF THE BOOK(USE BACK OF SHEET, IF NECESSARY). PLEASE CALL ATTENTION TO OBJECTIONABLE PARTS BY PAGE NUMBER IF POSSIBLE.

STRENGTHS:

WEAKNESSES:

NAME OF REVIEWER: _____ DATE: _____

Evaluation forms prepared by: Carmen L. Velkas
Project Director
Bilingual Resource Center

ADDENDUM B

REVISION: PROGRAM

EVALUATION OF FIELD-TESTED MATERIALS

SCHOOL DISTRICT _____ CITY AND STATE _____

FIELD-TESTED BY: _____

TEACHER _____ BILINGUAL? YES ___ NO ___

AIDE _____ BILINGUAL? YES ___ NO ___

TITLE OF TEXT (one book per evaluation) _____

PUBLISHER _____

SUBJECT(S) _____

GRADE LEVEL(S) (Intended / Actual) _____

FIELD-TESTED PERIOD: FROM _____ TO _____

NUMBER OF STUDENTS USING MATERIAL(S) DURING FIELD-TESTING PERIOD _____

NUMBER OF SPANISH OR PORTUGUESE DOMINANT STUDENTS USING MATERIALS: SPANISH _____

PORTUGUESE _____

PLEASE COMMENT ON THE ITEMS LISTED BELOW: (with examples & page numbers)

1. POLITICAL BIAS IN THE MATERIAL(S)

COMMENT:

SOCIAL BIAS IN THE MATERIAL(S)

COMMENT:

3. RELIGIOUS BIAS IN THE MATERIAL(S)

COMMENT:

4. SEX BIAS IN THE MATERIAL(S)

COMMENT:

5. CULTURAL BIAS IN THE MATERIAL(S)

COMMENT:

6. IS THE SPANISH CONTAINED IN THE MATERIAL(S) EASILY UNDERSTOOD BY THE STUDENTS IN YOUR CLASSROOM? YES ___ NO ___

7. IF THE ANSWER TO ITEM 6 IS NO, WHAT LANGUAGE REVISIONS WOULD YOU SUGGEST TO THE PUBLISHER(S)

COMMENT: (give examples of words to be changed)

8. WHAT PORTION OF THE MATERIAL(S) WAS MOST USEFUL TO THE STUDENTS IN YOUR CLASSROOM? (CHECK ONE):

a. ALL___ b. MOST___ c. ABOUT HALF___ d. A LITTLE___ e. NONE___

9. IF ANSWER TO ITEM 8 IS OTHER THAN NONE, PLEASE COMMENT HOW IT HELPED YOUR STUDENTS:

10. PLEASE CIRCLE APPROPRIATE RESPONSES TO THE ITEMS LISTED BELOW: (be specific in case of "fair" or po

a. ATTRACTIVENESS OF MATERIAL(S):

1. EXCELLENT 2. GOOD 3. FAIR 4. POOR

b. USE OF ILLUSTRATIONS:

1. EXCELLENT 2. GOOD 3. FAIR 4. POOR

c. SIZE AND QUALITY OF PRINT:

1. EXCELLENT 2. GOOD 3. FAIR 4. POOR

d. ORGANIZATIONAL FORMAT:

1. EXCELLENT 2. GOOD 3. FAIR 4. POOR

e. DURABILITY OF MATERIAL(S):

1. EXCELLENT 2. GOOD 3. FAIR 4. POOR

11. OVERALL TEACHER REACTION TO FIELD-TESTED MATERIAL(S)

COMMENT:

12. OVERALL STUDENT REACTION TO MATERIAL(S) USED

COMMENT:

13. OTHER OBSERVATIONS AND COMMENTS (e.g. degree of difficulty or ease of materials in relation to subject area content):

14. OBSERVATIONS AND COMMENTS FOR MATH AND SCIENCE MATERIAL(S):

PLEASE RETURN COMPLETED FORM TO:

CURRICULUM ADVISER
REVISIONS PROGRAM
MATERIALS ACQUISITION PROJECT
2950 NATIONAL AVENUE
SAN DIEGO, CA. 92113

ADDENDUM C

BILINGUAL RESOURCE CENTER
Evaluation Form #1
Criterial for Selection
and
Evaluation of Circulation Materials

Title of Material _____

Language _____
Author _____

Publisher _____

Curriculum Area _____
Grade Level _____
Evaluator's Name _____
School _____
Bilingual Program Name _____
Material ordered for Project use:
Yes _____ No _____

Rating Summary

Recommended _____

Not Recommended _____

Additional Comments:

_____
_____
_____
_____
_____
_____
_____

Instructions: Complete one form for each book surveyed and reviewed. Make a check ( ) mark in the appropriate box and place corresponding numerical value in last column.

	Poor (1)	Good (2)	Excellent (3)	Num. Value
1. Coordinates well with regular school curriculum. (Content and Sequence)				
Meets the special needs, interests, & abilities of target pupils & ethnic backgrounds.				
3. Provides appropriate material necessary: audio-tapes, flash cards, filmstrips, etc.				
4. Can be easily used by teacher, paraprofessional, and student.				
5. Contains good motivational techniques.				
6. Includes ample reinforcement activities.				
7. Contains adequate diagnostic & tests instruments (drills & questions).				
8. Is easily adaptable from one language to another & from one cultural environment to another.				
9. Is appropriate to grade level.				
10. Contains a bibliography of reference materials.				
TOTAL.....				
NO. OF ITEMS CHECKED.....				
MEAN.....				

EVALUATIVE ANNOTATED BIBLIOGRAPHY OF TEXTBOOKS FOR BILINGUAL PROGRAMS

En el hogar y en la escuela - Apresto
Camino de la escuela - Precartilla
Aprendemos a leer - Cartilla
Nuestros amigos - Libro Primero
Del campo al pueblo - Libro II, Nivel I
Aventuras maravillosas - Libro II, Nivel II
Conozcamos a Puerto Rico - Libro III, Nivel I
Por tierras vecinas - Libro III, Nivel II
Por los caminos del mundo - Libro IV
Misterios de la Tierra y del Espacio - Libro V
Paginas de ayer y de hoy - Libro VI

By Pastor, Angeles, et al. Illustrated by Wilson, Beth, et al.
Laidlaw Brothers, c1972.

BRIEF DESCRIPTION:

A complete set of graded readers, with pupil testbooks, corresponding workbooks for kindergarten thru primary, and teacher manuals. The teacher's guides for each reader provide detailed procedures and suggestions to implement a complete reading program. Using a standard basal readers' approach the series was expertly developed by Puerto Rican professors for non-bilingual primary students with a Puerto Rican curriculum in mind. No separate instrument of evaluation is provided. The series is comprehensive in scope and content and flexible in methods and approach. The usage of the words Libro/Nivel is confusing.

BASIC CONSIDERATIONS IN TERMS OF BILINGUAL CURRICULUM:

Most of the books in the series could be used for an integrated curriculum program especially with the Puerto Rican students (K-6) in the early stages of acculturation, but it is recommended more as a good reading resource except for selected passages. Extensive indiscriminate use of the series may present unattainable levels of performance for teachers and students. Teachers should be willing and able to condition their teaching to content, vocabulary, levels of instruction and sight recognition approach in early reading. Should the series be used, the teachers' manuals must be followed closely. The content and cultural background with well balanced illustrations stereotype sex roles, and stress middle class scenes and situations. Ethnic representation appears somewhat restricted. Mild religious references, relevant to most children in bilingual classes, leaves the series open to criticism on grounds of religious indoctrination. Therefore, we cannot recommend its use in the schools.

Teachers inclined to global approach can benefit from the teacher's guides, from the fairly relevant graded lists of vocabulary, stories, informative articles, riddles, and poetry.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF BILINGUAL EDUCATION
BILINGUAL RESOURCE CENTER
110 LIVINGSTON STREET - ROOM 224
BROOKLYN, NEW YORK 11201
TELEPHONE [illegible]

ADDENDUM F

HERNAN LAFONTAINE
Executive Administrator

Carmen L. Velkas
Project Director

WORKSHOP QUESTIONNAIRE

1. What is the Bilingual Resource Center?

_____

_____

_____

	Yes	No
The Bilingual Resource Center structure involves:		
2. A Clearinghouse on bilingual materials--collects, analyzes, and classifies bilingual information.	___	___
3. A Library with Spanish-speaking books and audiovisual materials.	___	___
4. A Dissemination Unit--provides kits, lists, newsletters, brochures, etc.	___	___
5. An evaluating component for bilingual materials.	___	___
6. An evaluation and fieldtesting component for classroom materials.	___	___
7. Orientation workshops for paraprofessionals.	___	___
The Bilingual Resource Library provides:		
8. Essential bilingual literature.	___	___
9. Bilingual reports and articles.	___	___
10. Bilingual newspapers.	___	___
11. Bilingual magazines and periodicals.	___	___
12. Bilingual audio and visual materials.	___	___
13. Bilingual reference directories and manuals.	___	___
14. Special field tested bilingual materials from other states.	___	___
15. Special bilingual curriculum collections.	___	___
16. An ERIC (Educational Resources Information Center) component.	___	___
17. An Italian component.	___	___

	Yes	No
18. A French component.	____	____
19. Are there commitments to incorporate Italian and French components?	____	____
20. Do you know how to use the Library to locate particular subject and grade level books?	____	____
21. Do you know the days and hours of the Library?	____	____
22. Is the Library open on Saturday?	____	____
23. Can you obtain information and materials from the Center by telephone?	____	____
24. Can you obtain information and materials from the Center by mail?	____	____
25. Can you obtain BRC materials--kits and lists--which were disseminated to district project coordinators?	____	____

Name _____ Date _____

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF BILINGUAL EDUCATION
BILINGUAL RESOURCE CENTER
110 LIVINGSTON STREET - ROOM 224
BROOKLYN, NEW YORK 11201
TELEPHONE 858-5808

ADDENDUM G

HERNAN LAFONTAINE
Executive Administrator

Carmen L. Velkas
Project Director

ATTITUDINAL QUESTIONNAIRE

Please check the correct box or fill in information required:

1. Are you a teacher ☐

   a paraprofessional ☐

2. In what district _____

3. Are you currently working in a Bilingual Program? Yes ____ No ____

Now that you have attended one or more sessions we would like you to tell us how you feel about the workshops.

4. Were the workshops .....

   a) very interesting ☐ (excellent)

   b) somewhat interesting ☐ (good)

   c) not at all interesting ☐ (poor)

5. Did the workshops give you .....

   a) a great deal of information about existing materials ☐ (excellent)

   b) some information ☐ (good)

   c) no information ☐ (poor)

6. Was that information .....

   a) very useful ☐ (excellent)

   b) somewhat useful ☐ (good)

   c) not useful at all ☐ (poor)

7. Were the materials prepared and distributed at the workshops useful and adequate.

   a) useful to you ☐ (excellent)

   b) adequate for your own use ☐ (good)

   c) unadequate for your use ☐ (poor)

8. Were you aware before the workshops that there is a Bilingual Resource Center at the Board of Education?

Yes_____ No_____

9. Did you visit the Center prior to the workshops? Yes_____ No_____

Since the workshops Yes_____ No_____

How often? _____

10. Now that you have attended the workshops do you know more about the Bilingual Resource Center?

Yes_____ No_____

11. Do you feel more encouraged now to use the resources of the Bilingual Resource Center when necessary?

Yes_____ No_____

12. Do you expect to use the help of the Bilingual Resource Center (by calling on the phone, for example).

Yes_____ No_____

13. Do you intend to visit the Bilingual Resource Center soon?

Yes_____ No_____

14. Will you use the Bilingual Resource Center .....

a) to get materials for your own use; Yes_____ No_____

b) to find out what books and what audio-visual materials are best suited for use in your classes?

Yes_____ No_____

15. Would you say that the staff of the Bilingual Resource Center is helpful?

Yes_____ No_____

16. If you were granted time to attend workshops during school hours, would you like to attend one or more workshops .....

a) this semester ☐

b) next year ☐

c) How many? _____

17. Would you like to have more time during the workshops .....

a) to ask more questions ☐

b) to discuss some problems in your classes which are related to the books and other materials you need. ☐

18. What changes or suggestions do you have to improve the workshops?

_____

_____

_____

_____

_____

19. What else would you like to see included in future workshops?

_____

_____

_____

_____

_____

20. Would you recommend these workshops to other project directors, teachers, paraprofessionals and aides as a valuable experience?

_____

_____

_____

_____

_____

_____

_____

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF BILINGUAL EDUCATION
BILINGUAL RESOURCE CENTER
110 LIVINGSTON STREET - ROOM 224
BROOKLYN, NEW YORK 11201
TELEPHONE 858-6505

ADDENDUM H

HERNAN LaFONTAINE
Executive Administrator

Carmen L. Velkes
Project Director

ATTITUDINAL QUESTIONNAIRE

BILINGUAL RESOURCE CENTER LIBRARY ATTITUDINAL QUESTIONNAIRE

GUEST

Please answer these questions about your visit to the Bilingual Resource Center:

1. Were the hours convenient? Yes_____ No_____

   Comments: _____

2. Was the space adequate? Yes_____ No_____

   Comments: _____

3. Would you prefer another evening (instead of Thursday) available for visiting the Bilingual Resource Center's Library?

   Yes_____ No_____

   Which evening? _____

4. Were the materials you have seen plentiful? Yes_____ No_____

5. Were the materials you requested made available to you?

   Yes_____ No_____

6. What changes or suggestions would you like to have included in our Center?

   _____

7. What else would you like to see included in our Center?

   _____

MATERIALS IN BRC LIBRARY

April 1975

	No. of Books	No. of Cassettes	No. of ERIC Microfiche	No. of Films and Film Strips	No. of Loops	No. of Periodicals & Magazine Sub.	No. of Records
SPANISH	25,800	86 4 sets of 2 cassettes	95	84	3 sets	39	90

	No. of Books	No. of Records	No. of Slides on Haiti	No. of Film/strips	No. of Flashcards
FRENCH	1,130	40	250	1 set	8 sets

	No. of Books	No. of Records	Fables Records & Books	No. of Film/Strips	No. of Cassettes	No. of Periodicals & Magazine Sub.	No. of Maps	Vocabulary Cards
ITALIAN	600	70	55	20	26	13	1	4